DOCUMENT RESUME

ED 365 813 CE 065 437

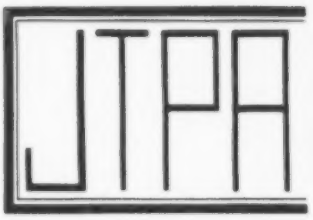
TITLE	National Survey of the Job Training Partnership Act Eight Percent Set-Aside.
INSTITUTION	Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Oct 87
NOTE	16p.; Conducted for the Southeastern State Education Agencies JTPA Consortium. For a related document, see CE 065 438.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Budgeting; Cooperative Programs; *Coordination; Curriculum Development; Economically Disadvantaged; *Educational Cooperation; Federal Programs; Job Training; National Surveys; Postsecondary Education; Program Administration; *Resource Allocation; Secondary Education; Staff Development; State Programs; Technical Assistance
IDENTIFIERS	*Job Training Partnership Act 1982

ABSTRACT

An October 1987 national survey provided follow-up information to the April and November 1986 surveys to address Section 123 of the Job Training Partnership Act (JTPA). (The section provides 80 percent of the 8 percent set-aside for services to eligible participants and 20 percent for administrative coordination and technical assistance.) The written response rate to a questionnaire sent to JTPA administrators in the 50 states and the District of Columbia (DC) was over 90 percent (46 replies); nonrespondents were contacted by telephone. Findings showed that 39 states and the District of Columbia designated state education agencies (SEAs) to administer the Section 123 funds. In a majority (30), a single SEA had responsibility for services provided through the set-aside funds. In 25 states, the SEA(s) designated under Section 123 also administered the 20 percent funds. Most frequent replies to the question regarding how the state allocated the 80 percent of the 8 percent funds were allocation by formula, Request for Proposal (RFP), and a combination of formula and RFP. Across the states, the 20 percent funds were used most often for coordination activities, staff development, curriculum development, dissemination, and evaluation. In most states, these funds flowed to local K-12 school systems, postsecondary schools, service delivery areas, and community-based organizations. A large number of states noted that education's day-to-day role in JTPA activities is significant in providing services through educational entities. (Survey questions are listed in a prefaced table. The two-page report is followed by four data tables and an appendix that includes each state's responses to survey questions.) (YLB)

ED 365 813

National Survey of the Job Training Partnership Act Eight Percent Set-Aside



Conducted for the Southeastern State Education Agencies JTPA Consortium

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

October 1987

Southeastern Educational Improvement Laboratory

CE065 437

The SOUTHEASTERN EDUCATIONAL IMPROVEMENT LABORATORY

The Southeastern Educational Improvement Laboratory is a federally supported regional educational laboratory serving the education communities in the six southeastern states: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. Working with and through existing educational organizations in the region, the Laboratory offers information and technical assistance to improve writing and mathematics instruction, school leadership, community involvement, instructional technology, school reform efforts, and the teacher labor market.

The Southeastern Educational Improvement Laboratory
P.O. Box 12746 . 200 Park Offices . Suite 204
Research Triangle Park . North Carolina 27709
919-549-8216 . 800-237-4829

Survey Questions About the JTPA Eight Percent Set-Aside for the Program Year 1987-88

1. *What agency (ies) is are designated the state education agency for Section 123 of the Act?*
2. *How does your state allocate the 80 percent of the 8 percent funds?*
3. *What percent of funds are expended on:*
   Literacy
   Occupation Training
   Dropout Prevention
   Dropout Program
   School-to-Work Transition
   Other (Specify):
4. *How does your state utilize the 20 percent funds?*
5. *Does the designated state education agency (ies) administer all of the 20 percent funds? Explain:*
6. *Where do 80 percent funds flow locally in your state?*
   a. local K-12 school systems
   b. postsecondary schools colleges
   c. community-based organizations
   d. private/proprietary schools
   e. service delivery areas
   f. other (specify)
7. *Describe the general role education is playing in the day-to-day operation of all JTPA programs (i.e., Titles II-A, II-B, III):*
8. *Describe the general role education is playing in the overall direction of setting employment and training policy under JTPA in your state (membership on JTCC, PICs, etc.).*

National Survey of the Job Training Partnership Act Eight Percent Set-Aside

Conducted for the Southeastern State Education Agencies JTPA Consortium

by Sharon D. McDonald and Betty J. Howie

The Southeastern State Education Agencies Job Training Partnership Act (JTPA) Consortium provides assistance to its members regarding JTPA 8 percent set-aside regulations, programs, and practices. In 1986, the Consortium requested that its coordinating entity, the Southeastern Educational Improvement Laboratory (SEIL), conduct a national survey to address Section 123 of the Job Training Partnership Act to aid its understanding of the use of JTPA 8 percent set-aside funds.

Section 123 directs the Governor "to provide financial assistance to any state education agency responsible for education and training" with the 8 percent set-aside of the state's total allocation of JTPA Title II-A funds. At least eighty percent of this set-aside is to be used to provide education and training services to eligible participants through cooperative agreements between the state education agency(ies) (SEA), service delivery areas (SDAs), and local education agencies (LEAs); twenty percent of the monies may be used for coordination of education and training services.

The current survey (October 1987) is the third conducted by SEIL. It provides follow-up information to its April 1986 and November 1986 predecessors, but also contains questions not addressed in either of them. As in the original survey, the current information was obtained from a questionnaire sent to each of the respondents; it was mailed in the months of June and July to JTPA administrators in the 50 states and the District of Columbia. The written response rate was over 90 percent (46 replies), and the nonrespondents were contacted by telephone to obtain the necessary information.

The survey addresses the following areas:

- the agency or agencies designated the state education agency for Section 123 of JTPA Act (Question 1);
- the allocation and dispersal of the eighty percent of the set-aside funds (Questions 2, 3, and 6);
- the utilization and administration of the twenty percent funds (Questions 4 and 5);
- the designated state education agency's overall involvement in day-to-day operation of all JTPA programs (Question 7); and
- the role of education in the overall direction of setting employment and training policy (Question 8). (See box, left, for survey questions.)

Designated State Education Agencies

According to responses to Question 1, *What agency(ies) is/are designated the state education agency for Section 123 of the Act*, 39 states and the District of Columbia designate state education agencies to administer the Section 123 funds. A majority (30) indicates that a single state education agency (SEA) has responsibility for services provided through the set-aside funds (See Table 1). In 10 states, 2 or more education agencies are designated to administer the 8 percent funds, as indicated in Table 2. In Maryland, the state administrative entity shares the Section 123 funds with the state department of education. In 10 states, a noneducation agency is designated to administer the set-aside funds, as shown in Table 3.

Question 5 refers to the extent of the state education agency's administration of the twenty percent funds. *Does the designated state education agency(ies) administer all of the 20 percent funds?* In 25 states, the state education agency(ies) designated under Section 123 also administer(s) the twenty percent funds (see Table 4).

Allocation and Dispersal of 8 Percent Funds

Responses to Question 2, *How does your state allocate the 80 percent of the 8 percent funds,* are varied, but three recurring replies are: allocation by formula, allocation by RFP, and allocation by a combination of formula and RFP.

Question 3, not addressed on the two previous surveys, examines the percent of funds expended on: literacy, occupational training, dropout prevention, school-to-work transition, or other areas. Depending upon a state's particular needs, the percentages expended in the designated areas vary (a percentage breakdown was not available in some states). Overall, states appear to designate the largest percentages to literacy, occupational training, and dropout prevention; slightly lower percentages are used for school-to-work transition or spread over a variety of programs.

In conjunction with Questions 1, 2, and 3, Question 4 also pertains to dispersal and allocation, but of the twenty percent portion of 8 percent funds: *How does your state utilize the 20 percent funds?* Again, responses are diverse. Across the states, the twenty percent funds are used most often for coordination activities, staff development, curriculum development, dissemination, and evaluation.

The final dispersal and allocation query, Question 6, asks, *Where do the 80 percent funds flow locally in your state?* Most states indicate that these funds flow to local K-12 school systems, postsecondary schools, service delivery areas, and community-based organizations. Other responses include: state agencies, correction centers, Private Industry Councils (PICs), Job Service Offices, and industrial schools.

Administration and Policy

Questions 7 and 8 refer to the extent of the state education agencies' administration and policy-making roles. Question 7 asks respondents to describe the general role education is playing in the day-to-day operation of all JTPA programs. Answers are again quite varied, but a large number of states note that education's day-to-day role in JTPA activities is significant in providing services through educational entities. These services include: job skills and classroom training, adult basic education, remediation, vocational assessment and counseling, job placement, and training of illiterate adults, displaced homemakers, and incarcerated individuals. Many of these services are coordinated by state and local education agencies through cooperative agreements with noneducational agencies, youth coordinating councils, Private Industry Councils, and other service delivery agencies.

Question 8 asks for a description of the general role education is playing in the overall direction of setting employment and training policy under JTPA in each state. Of the 51 respondents, 48 indicate that educators are represented on the State Job Training Coordinating Council (SJTCC), similar statewide groups, or local Private Industry Councils (PICs) that determine policy for the use of JTPA funds in each service delivery area. Only Massachusetts, New Hampshire, and South Dakota indicate little involvement and participation in such groups. In 1986, eleven states indicated minimal or no involvement in setting policy through voting membership in such groups.

Summary

Responses to the 1987 survey indicate that education plays a major role in most states in the delivery of services funded by the 8 percent set-aside. The variations appear to stem from the differences in organizational structure and the diverse economic and training needs in the various states. A comparison of the 1986 survey to the current one indicates that education's role is increasing in policy-making areas. Especially, educators at both the state and local levels appear to have significant involvement in the planning and coordination of the day-to-day operation of the programs funded by the set-aside. Each state's responses for all survey questions except 1 and 5 are included in the appendix that follows.

Southeastern State Education Agencies JTPA Consortium Representatives

Ronald Chandler, *Virginia*
Teri Copeland, *North Carolina*
Patricia Tarrer Flora, *South Carolina*
Worth Haynes, *Mississippi*
Charles McDaniel, *West Virginia*
C. Ed McLeskey, *Georgia*
James Moore, *Tennessee*
Donna Nola, *Louisiana*
Hiram J. Spurlin, *Florida*
Wyonne Swafford, *Arkansas*
Michele Swinson, *Alabama*
Robert Warren, *Kentucky*

Table 1

A Single State Education Agency Is Designated To Receive Eighty Percent of the 8 Percent Set-Aside Funds
(30 States)

Arizona	Minnesota
Arkansas	Mississippi
California	Missouri
Connecticut	Montana
Delaware	Nebraska
District of Columbia	Nevada
Florida	New York
Georgia	Oklahoma
Idaho	Oregon
Indiana	Pennsylvania
Iowa	Tennessee
Kansas	Utah
Louisiana	Vermont
Maine	Virginia
Michigan	Washington

Table 2

Eighty Percent of the 8 Percent Set-Aside Is Divided Between Two or More State Education Agencies
(10 States)

Alabama:	*Department of Education; Department of Postsecondary Education*
Alaska:	*Department of Education; Anchorage Community College; Community Colleges, Rural Education and Extension*
Colorado:	*Department of Education; Colorado Community College and Occupational Educational System*
Hawaii:	*Department of Education; University of Hawaii*
Illinois:	*State Board of Education; Community College Board*
North Carolina:	*Department of Public Instruction; Department of Community Colleges*
North Dakota:	*Department of Public Instruction; State Board for Vocational Education*
Ohio:	*Department of Education; Board of Regents*
West Virginia:	*Department of Education; Board of Regents*
Wisconsin:	*Department of Public Instruction; Board of Vocational, Technical and Adult Education*

Table 3

States With Noneducational Agencies Administering 8 Percent Funds
(10 States)

Kentucky:	*Cabinet for Human Resources; Department for Employment Services*
Massachusetts:	*State administrative entity*
New Hampshire:	*Governor retains per Section 121*
New Jersey:	*Department of Labor; (Department of Education is one recipient)*
New Mexico:	*Department of Labor*
Rhode Island:	*State administrative entity*
South Carolina:	*Division of Employment and Training*
South Dakota:	*Department of Labor*
Texas:	*Department of Community Affairs*
Wyoming:	*State administrative entity*

Table 4

Designated State Education Agency(ies) for Eighty Percent Funds Also Administering the Twenty Percent Funds
(25 States)

Alaska	Montana
Arizona	Nebraska
Arkansas	Nevada
California	New York
Connecticut	North Carolina
Florida	Oklahoma
Georgia	Oregon
Idaho	Pennsylvania
Illinois	Tennessee
Indiana	Utah
Kansas	Virginia
Michigan	West Virginia
Mississippi	

BEST COPY AVAILABLE

APPENDIX

State	How does your state allocate the 80% of the 8% funds?	What percent of the funds are expended on literacy, occupational training, etc?	How does your state utilize the 20% funds?
Alabama	50% secondary education; 50% postsecondary education	Unknown	Various coordinating functions between education and JTPA
Alaska	Via formula by SDA and then through a competitive grant process	Pre-Employment Competencies, 20%; Work Habits Skills, 50%; Corrections Pre-Release Program, 5%; Vocational Training, 25%	Program development; workshops for JTPA staff; Coordinating Committee activities — meetings, etc.; conferences; marketing; promotion; presentations
Arizona	Per Governor's Coordination and Special Services Plan: statewide activities through intergovernmental Agreements (IGAs) and "model" programs and activities through a competitive RFP	All of these areas are funded through the contracts funded under the RFP; however, current fiscal reporting mechanism does not gather this specific information	This past year it was utilized for Administration; Labor Market Information (LMI) Activities; supported the Arizona Adult Literacy Line and co-sponsored a JTPA symposium
Arkansas	In accordance with the Governor's Coordination and Special Services Plan, at least 50% of the total must be allocated by Title II-A formula. For PY 87 funds, 85% of the 80% for training is allocated by formula; the other 15% is allocated for administration	Occupational Training, 3%; Dropout Prevention, 6%; School-to-Work Transition, 73%; Tutoring, Remedial, 18%	20% funds are spent on coordination with local education agencies and administrative entities; majority of the 20% funds is spent to fund the Media Implementation Center which provides audio, visual, and printing services to JTPA state, local and SDA programs
California	50% to local PICs; 30% RFPs	Literacy (Basic Skills), 60%; Dropout Prevention, 20%	Statewide priorities for JTPA programs: in-service training; curriculum development; technical assistance/dissemination; assessment/job development; follow-up studies; state administration
Colorado	RFPs—Governor retains all the funds and distributes them on a competitive basis	Literacy, 25%; Occupational Training, 25%; Dropout Prevention, 30%; School-to-Work Transition, 10%; Teen-Parenting Initiative, 10%	Transition programs; dropout prevention; teacher training; curriculum
Connecticut	60% of resources are available to SDAs for planning program activities consistent with the GCSSP and are developed with publicly supported education agencies; final approval of proposed activities is vested with the SEA. 20% of the resources are retained at state level and are available via RFPs for Innovative and Exemplary activities. Eligible recipients are limited to public schools and 2-yr. institutions of higher education; CBOs may apply through public agencies; only programs endorsed by SDA/PIC are reviewed for funding. Commissioner of Education approves programs for funding	Occupational Training, no more than 25%; percentages for activities are not discernible; however, 75% of the resources are used for these activities in various combinations	Funds are used to support state staff (SDE and DHE) as liaison with SDA/PICs, schools, colleges, and education service centers; a portion of the funds (12.5%) is reserved for discrete coordination activities designed to improve and enhance the employment and training system within the state
Delaware	Governor's Coordination and Special Services Plan states that agreements shall apply to both public and nonpublic state and local educational agencies. The 80% is subcontracted to service providers through RFPs coordinated with the JTPA 78% proposal process, with review and prioritizing by the PIC	Literacy, 23%; Dropout Prevention, 20%; School-to-Work Transition, for programs which also prevent dropout and provide preemployment skills training, 52%; to enhance 78% program, 5%	For special projects, special coordinative efforts; a statewide focus on literacy and basic education is being considered for PY 1987
District of Columbia	DC Public Schools receive 80% of the state 8% allocation to operate training programs	Literacy, 1/3; Occupational Training, 2/3	Funds are used by Dept. of Employment Services for coordination with DCPS personnel and PIC business committee to determine training areas and adequacy of curriculum; curriculum research and monitoring of JTPA programs operated by DCPS

Where do 80% funds flow locally in your state?	Describe the general role education is playing in the day-to-day operation of all JTPA programs (i.e., Titles II-A, II-B, III)	Describe the general role education is playing in the overall direction of setting employment and training policy under JTPA in your state (membership on JTCC, PICs, etc.)
Local K-12 school systems; post-secondary schools/colleges	Both secondary and postsecondary institutions operate JTPA programs under contracts with the SDAs. A division of Postsecondary is the largest contractor for JTPA in the state. It operates programs under Title II-A, II-B, III. 8% and 3%, in program year 1986, it served approximately 16,500 participants.	Education agencies are represented on all three PICs and the JTCC.
Local K-12 school systems; post-secondary schools/colleges; community-based organizations; SDAs	The 8% funds are coordinated with the State Job Training Partnership Office and the SDAs to mesh with their programs, when and where possible.	Educators are members of the SJTCC and PICs; educators have developed model curricula, a model pre-employment competencies system, and are currently working on a basic skills competency system.
Local K-12 school systems; post-secondary schools/colleges; community-based organizations; private/proprietary schools; SDAs	Public and private (secondary and postsecondary) local educational agencies provide the majority of occupational training and related education, including Adult Basic Education (Literacy) and GED preparation. Many of them also provide vocational assessment and counseling services.	Education is represented on the JTCC and local PICs.
Local K-12 school systems; post-secondary schools/colleges	State and local education agencies play a very active part in the day-to-day operation of JTPA programs by working with the SDAs to provide services to their participants under Titles II-A and II-B. Vocational education provides the educational component necessary for all II-B participants, youth competencies under II-A, as well as other services. Under Title III, education provides assessment, training, and placement in conjunction with the Employment Security Division on the local level and serves as a member of the Governor's Dislocated Worker Task Force on the state level.	Education is represented by membership on the SJTCC and PICs. The state education staff attends meetings of both groups, serves as resource, and provides input on many suggestions submitted to the SJTCC. The director of the state vocational education agency serves on the SJTCC and chaired a committee to develop the state's goals for employment and training.
Local K-12 school systems; 17% postsecondary schools/colleges, 17%; community-based organizations, 10%; private/proprietary schools, 5%; SDAs, 15%; regional occupational program, 8%; county offices of education, 28%	Education is training nearly 10,000 JTPA participants and is contributing at least $12,000,000 for matching the 80% dollars from JTPA on annual basis. This match is generated from funds earned by the district from state and local school funds. These funds are used to pay job-specific skill training and other training and services not paid from JTPA dollars. Fifty-one SDAs are served.	Each month the SJTCC meets to set policy. They are open to presentations from Education staff to have some effect on policy directions and technical assistance. Council membership has given recognition to the Superintendent of Public Schools as partners in manpower training. Each SDA/PIC has a state consultant assigned to it.
Local K-12 school systems; community-based organizations; PICs	Education's role is minimal.	Education's role includes representation on the JTCC (average involvement) and interagency working agreements. Education is well represented on PICs and Council.
Local K-12 school systems and regional voc. tech. H.S. (state-operated); postsecondary schools; colleges (2-yr. only); community-based organizations (via subcontracts only); private/proprietary schools (only as subcontracts with schools/colleges, limited); SDAs (only by subagreement with schools/colleges for services, i.e., certification-transportation; Regional Educational Service Centers.	The role is passive and reactive rather than pro-active. The degree of involvement is dependent upon the *aggressiveness* of support staff from within the districts in attempting to meet the needs of their students.	The role in youth issues is well defined at both the state and local level through PIC Membership or a subcommittee structure of PICs and the State Council. Regards to the latter, the Commissioners of Education and Higher Education are associate members with voting rights in subcommittee deliberations. In the policy arena, the education community has taken the lead in literacy training, dropout prevention, and meeting the needs of "at-risk" populations ages 14-24.
State school districts, primarily	State community colleges, district vocational education schools, and private commercial education schools are education's primary service delivers.	About 16% of our combined council (SJTCC and PIC) members are educators, including the Superintendent of the Dept. of Public Instruction, the President of Delaware Technical and Community College, and the Superintendents of the New Castle County and the Sussex County Vocational-Technical school districts.
DCPS Division of Career Development	Educational development is built into all JTPA programs. Approximately 25% of JTPA funds go toward basic skill remediation.	With the average math and reading levels at the 4th grade for JTPA clients, the District government several years ago adopted a policy of expanding the involvement of education in employment and training programs. This applies for JTPA programs as well as the locally funded Youth Employment Act programs. Membership on the DC PIC, which also serves as the State JTCC, includes representatives from the DC Public Schools, the DC Vocational Educational Council, the University of the District of Columbia, Howard University, and George Washington University.

APPENDIX

State	How does your state allocate the 80% of the 8% funds?	What percent of the funds are expended on literacy, occupational training, etc?	How does your state utilize the 20% funds?
Florida	Using same formula allocation as that used to allocate the Title II-A funds	Literacy, 9%; Occupational Training, 58%; Dropout Prevention, 13%; Dropout Program, 6%; School-to-Work Transition, 2%; Services, 12%	Curriculum development; Staff development; Industry-specific training; Field-testing model programs; State administration
Georgia	Provide *planning* allocations to each SDA using the Title II-A allocation formula; a percentage is held back for statewide activities dealing with with special populations	Literacy, 23%; Occupational Training, 30.8%; Dropout Prevention, 9.1%; Ind. Ret. Support Staff, 30%	Coordination Staff, in addition to JTPA Unit Staff in the Dept. of Education. Funding provides 4 regional coordinators to provide coordination and assistance between assigned SDAs and the educational community
Hawaii	The Title II-A formula is used to allocate funds to geographical areas; the funds are then contracted to the designated state education agencies that can best serve the needs of the participants in the area according to the local job training plan	Occupational Training, 66%; Employment Participation, 34%	The 20% of the State Education funds are retained by the state and utilized to facilitate coordination between the SDAs and the educational agencies
Idaho	Through RFP process; the Coordination Committee of the State JTCC makes funding recommendations to the Governor	Varies	Coordination Activities
Illinois	Fund a number of statewide initiatives and allocate geographically to SDA regions about 25% of funds for contracts with education agencies for programs addressing dropouts and/or dropout prevention, school-to-work transition, and literacy	Literacy, 16%; Occupational Training, 3%; Dropout Prevention, 24%; Dropout Program, 17%; School-to-Work Transition, 19%; Economic Development, 12%; Special Initiative for Disabled, 4%; Testing and Assessment, 5%	Fund coordination activities, professional development, labor market information, and the administrative budget
Indiana	RFP to Administrative Entity for Literacy Remediation Programs and Partnerships and Occupational/Vocational programs for eligible participants	Literacy, 27%; Occupational Training, 73% (others included above)	Technical Assistance and Cooperative Agreement Coordination; Administration; Industry Retraining Initiatives (Specialized)
Iowa	Cooperative agreement negotiated each year between Iowa Dept. of Economic Development (state administrative entity) and Iowa Dept. of Education. RFPs developed by Dept. of Education and reviewed by state administrative entity. RFPs by Dept. of Education to eligible recipients—Merged Area Schools, Area Education Agencies, JTPA administrative entities, LEAs, and other appropriate human services agencies	Literacy (included in program activities for distressed farm families, offenders, economic development, dropout, and transition), 6%; Dropout Prevention, 11%; School-to-Work Transition (Handicapped), 10%; Transition (Disadvantaged), 3%; Distressed Farm Families, 16%; Offenders, 25%; Economic Development, 22%; Welfare, 7%	DE Administration, 43.7%; Business/Industry Information, 15.9%; Planning Services, 13.8%; APC/PIC, 11%; Literacy Council, 9.6%; IDED Administration, 2.4%; Labor-Management, 2.2%; Displaced Homemakers, 1.4%
Kansas	Following an RFP process	Literacy, 40%; Occupational Training, 20%; School-to-Work Transition, 40% (Dropout Prevention and Program incorporated in Literacy and School-to-Work Transition)	For staff positions, in-service activities, and administrative costs
Kentucky	No process identified	Occupational Training, 100%	No funds set aside for coordination

Where do 80% funds flow locally in your state?	Describe the general role education is playing in the day-to-day operation of all JTPA programs (i.e., Titles II-A, II-B, III)	Describe the general role education is playing in the overall direction of setting employment and training policy under JTPA in your state (membership on JTCC, PICs, etc.)
Local K-12 school systems, 30%. postsecondary schools/colleges, 70%	Provides a major role in providing technical assistance for cooperative linkages between SDA/PIC and the LEA to be the major supplier of JTPA training and services for Titles II-A, II-B, and Title III	Education plays a major role by having membership representation on the SJTC by the Chief State School Officer, Director of Vocational, Adult and Community Education, a local school board member, a local superintendent of schools, a local vocational director, a local vocational teacher, a local community college president, a local guidance counselor, a local vocational education advisory committee chairman, and a member of the state vocational education advisory council. All the local PICs have representation from local school boards, community colleges, vocational education, and local education coordinating councils.
Local K-12 school systems, postsecondary schools/colleges	The primary role for education is that of a service provider	The Assistant State Superintendent for Vocational Education is a member of the State Job Training Coordination Council, and the State Superintendent, *ex officio* member. Education representatives serve on each of the 18 PICs in GA.
Postsecondary schools/colleges	In all JTPA programs, education plays a vital role in day-to-day operations. Classroom training, whether in occupational skills or employment preparation, is provided to all persons identified as needing such services and is available to participants on a year-round basis.	Representatives from the State educational agencies are on the SJTCC, as well as the local PICs. Also, the State Dept. of Labor is represented on advisory boards for the State Vocational Educational Council.
Postsecondary schools/colleges, community-based organizations, state agencies (i.e., Dept. of Corrections, Dept. of Health and Welfare)	PIC membership, SJTCC membership, and JTPA service providers.	Membership on SJTCC and PICs.
Local K-12 school systems, 45%, postsecondary schools/colleges, 22%, community-based organizations, 7%, private/proprietary schools, 1%, SDAs, (OJT Economic Development) 9%, Area Vocational Center, Educational Service Region, Special Education District, 16%	When you set aside the OJT activities, the educational community is the major deliverer of services, and SDA folks are becoming more and more convinced that education is the one way to break the cycle of the welfare dependent client.	It is difficult to determine the importance the educational community has on employment and training policy with the state. However, the education community is represented on JTCC and PIC, both at the state and local level, and no doubt has had a significant impact.
Local K-12 school systems, postsecondary schools/colleges, SDAs	Title II-A, (Locally) Youth competencies, remediation/dropout programs, special populations, adult basic education, and vocational/technical training. Title II-B (Locally) Various levels of assessment, remediation, and program delivery. Title III, (Locally) Various levels of assessment, adult basic education, and worker training/retraining.	State: ICVTE Chairman on JTCC, JTCC Representative on ICVTE Plan Input Committee. ICVTE reviews JTPA Plan and vice versa with JTCC and Vocational/Technical Plan. Local: Education representatives on all PICs, PIC and education representatives on all Regional Planning Groups.
Local K-12 school systems, postsecondary schools/colleges, community-based organizations, SDAs	Iowa has 15 state-supported merged area schools/community colleges. Eight of the sixteen JTPA administrative entities in Iowa are administered by Iowa's merged area schools/community colleges. In Iowa, postsecondary education institutions are the primary service provider for JTPA participants. Local school districts seem to play a secondary role in providing services; however, with new emphasis on Section 123 funds to provide literacy, transition activities, and dropout prevention, this may change.	Eight of the 16 SDAs in the state are administered by Iowa's merged area schools/community colleges. PICs include education representation; however, selected education representatives may not have a strong influence on the PICs.
Local K-12 school systems, postsecondary schools/colleges, community-based organizations, through a local education agency	Education develops the proposal booklet, reviews those submitted in cooperation with the SDA/PIC, conducts new program orientation, monitors progress, dispenses funds, does follow-up at the close of projects, and provides in-service.	Position papers have been prepared and submitted to the Governor's office.
Local K-12 school systems, postsecondary schools/colleges.	Office of Vocational Education has regular II-A and III contracts with both the SDAs and KY Dept. of Employment Services. Dept. of Education operates these programs on a day-to-day basis. These contracts cover a wide variety of activities and contractual format.	Dept. of Education does have representation on the state council and is also represented on most PICs. However, all decisions and policy are made by the Cabinet for Human Resources, Dept. for Employment Services.

State	How does your state allocate the 80% of the 8% funds?	What percent of the funds are expended on literacy, occupational training, etc?	How does your state utilize the 20% funds?
Louisiana	(15% for administration; 15% for participant support; 70% for training.) It is passed through to the 17 SDAs by formula (based on the unemployment rate) just as Title II funds are. Dept. of Education negotiates for 5% of the funds for administration purposes; this allows SDAs to keep 10% of the funds for their administration. (LA Dept. of Education gets 1/3 of 15% administration funds; SDA gets ⅔); the remaining 85% is given to the 17 SDAs; 70% of which must be used for training and 15% for participant support.	86% expended (breakdown not available)	Dept. of Labor keeps 10% of the funds for administration and lets the Dept. of Education have the other 10% of the funds for administration; the funds are passed to the SDAs and state agency monitors and oversees.
Maine	By formula to SDAs.	Occupational Training, 100%	Dept. of Labor, administration, 37%; Dept. of Education, planning and coordination, 31%; SDA planning and coordination, 32%
Maryland	75% of 80% funds are allocated to Dept. of Education; 25% of 80% funds are allocated to SDAs.	Pre-Employment/Work Maturity Assessment, 75%; Basic Skills Instruction/Remedial Education, 24%; Occupational Training, 1%	Dept. of Economic and Employment Development uses 25% of the 20% funds for overall administration to facilitate coordination of education and training.
Massachusetts	80% funds are used to fund programs administered through the SDAs. SDAs fund literacy, dropout programs, and dropout prevention programs at the local level.	Don't know.	20% funds are utilized to pay salaries of state employees; 50% of the 20% funds pay for staff of the employment and training agency, and 50% pay for staff of the Dept. of Education.
Michigan	80% of the allocation is distributed by formula to each of the state's 26 SDAs per 26 approved Cooperative Agreements; 20% of the allocation is used for State/Local Coordination.	8% programs are encouraged to develop combination programs; state priorities consist of programs for the handicapped, the dropout, dropout-prone, and or hard-to-serve adult. (No single breakdown for percentages.)	20% funds are used for State Administration, Special Targeted Grants, and $30,000 local coordination grants to each of the 26 SDAs; local coordination grants include Clearinghouse mechanisms for job training resources, Cooperative Agreement development, Michigan Information System fees, staff development, and special studies.
Minnesota	60% of 80% by formula to SDAs; 20% of 80% by RFP—PIC must sign off.	Literacy, 5%; Occupational Training, 80%; Dropout Prevention, 5%; Dropout Program, 5%; School-to-Work Transition, 5%	Technical Assistance from SBVTE—State Job Training Administration; Fiscal Services; In-service.
Mississippi	Determine program priorities for the state and let RFPs. Programs are awarded based upon need, cost, and local support.	Literacy, 16%; Occupational Training (Incarcerated), 8%; Dropout Prevention, 73%; School-to-Work Transition, 2%; Handicap Programs, 1%	Used to fund state staff and their needs in an effort to coordinate and administer JTPA activities.
Missouri	Funds are distributed on an RFP or based on decision(s) of the State JTPA and education agencies; funds are not distributed by formula.	Literacy, 5%; Occupational Training, 21%; Dropout Prevention, 9%; Dropout Program, 9%; Customized Employer Training, 44%; Other, 12%	To support state education agency administration, for marketing, and for Veterans program.
Montana	94.4% of JTPA Section 123 is designated for participant training in FY1988, distributed to service providers through an RFP system.	Literacy, 29.1%; Occupational Training, 12.7%; World of Work, 58.2%	State educational agency and state administrative entity program administration.

Where do 80% funds flow locally in your state?	Describe the general role education is playing in the day-to-day operation of all JTPA programs (i.e., Titles II-A, II-B, III)	Describe the general role education is playing in the overall direction of setting employment and training policy under JTPA in your state (membership on JTCC, PICs, etc.)
SDAs	Roughly 50% of all 8% funds in the state are spent at vo-tech schools, which do the training for the SDA. A large percent (roughly) of Title II-A funds spent at vo-tech schools, which act as service providers. Also, roughly 75% of Title III funds are spent at vo-tech schools that act as service providers. Sowela Vo-Tech in Lake Charles got $2 million for the Boeing contact. The 8 regional vo-tech schools get roughly $2 million of Title III funds for training dislocated workers.	The Board of Elementary and Secondary Education had a member on the SJTCC, but she resigned in May 1986, and no one from the Dept. of Education or Board of Elementary and Secondary Education is currently serving on the SJTCC. Education has recommended that the Director of Vocational Education be placed on the SJTCC. As of this date, no action has been taken. There are several vo-tech directors and principals of schools on various PICs.
Local K-12 school systems; post-secondary schools/colleges; community-based organizations; SDAs; secondary vocational regions and centers; adult and community education programs; correctional centers (all 80% funds flow through Dept. of Labor to SDAs to service providers to educational institutions)	Classroom training, primarily funded through the 8% set-aside.	Three educational leaders serve on the newly-formed Maine Human Resource Development Council, which has assumed the functions of the SJTCC: the Commissioner of Education, the Executive Director of the VTI system, and the President of the community college network within the University of Maine System. Additional educational representatives may serve as "subject matter experts" on MHRDC subcommittees. Several leading educators serve on each of the 2 Maine PICs. Both secondary and postsecondary vocational education are represented on a Statewide Planning Group for the 8% set-aside.
Local K-12 school systems; community-based organizations; SDAs, with the requirement that funds be used with community colleges	II-A: Appropriate educational agencies are provided first opportunity to provide planned educational services. II-B: Educational agencies assess reading and math skills. This is a cooperative effort between the Maryland Dept. of Education, local educational districts, and the SDAs. III: Many of the Title III eligibles are trained at community colleges.	Educators are represented on all PICs and the Governor's Employment and Training Council.
SDAs	Educators serve on PICs. Six educators serve on the Youth Coordinating Council.	Massachusetts has not had a SJTCC for more than one and one-half years. Some of the 15 PICs in the state have public school educators as members.
Local K-12 school systems: 26%; postsecondary schools/colleges: 18%; community-based organizations: 9%; private/proprietary schools: 14%; SDAs: 2%; intermediate school districts: 31%	Education sector involvement is extensive and includes at the local level: PIC participation (at least 3 seats); Designated Education Planning Entity (DEPE) involvement; and as vendors for training services. The 8% program created 26 DEPE systems (formal PIC subcommittee) who meet regularly to: develop a Cooperative Agreement; establish and conduct local RFP processes; maintain coordination mechanisms; and plan for area-wide dropout prevention, school-to-work transition, and literacy efforts.	Education is well represented and takes a leadership role on the Michigan Job Training Coordinating Council. The 8% Program requests education advisory assistance annually on the development of the Program Plan. State 8% administrative staff are involved on numerous Governor's Office for Job Training task forces and committees.
Local K-12 school systems: 5%; postsecondary schools/colleges 65%; community-based organizations: 5%; private/proprietary schools: 15%; SDAs: 10%	Vocational Training, Classroom, Assessment, Counseling, Job Development, Job Placement, Basic Education, Remedial Education, and Support Services.	Vocational members on 17 PICs. State Vocational Plan review by Governor's Job Training Council. Governor's Job Training Council member on State Vocational Conference, and Vocational Plan provided to PICs.
Local K-12 school systems; postsecondary schools/colleges; community colleges	Currently, the Bureau of Vocational-Technical Education provides support to LEAs in administering approximately 190 JTPA programs in secondary and postsecondary vocational centers serving dropouts (illiterate adults, dislocated workers, older workers, handicapped, incarcerated, displaced homemakers, youths, and adults). LEAs are responsible for the day-to-day operation of the actual training programs.	The State Dept. of Education has made recommendations to both the JTCC and the PICs, where education is well represented. These councils have been responsive to most of these recommendations.
Local K-12 school systems; postsecondary schools/colleges; private sector employers for customized training for new or expanding employers	Education is a primary program operator/provider of skill training, ABE services, and customized training services throughout the state.	While state and local council representation has always included education representation, education's role until recently has been secondary, generally speaking. The focus on literacy, retraining, and the role of education in welfare reform has placed education in a center-stage position.
Local K-12 school systems: 63.7%; postsecondary schools/colleges: 9.7%; community-based organizations: 14.4%; Job Service Offices: 12.2 %	Education plays a relatively limited role in Montana JTPA activities, primarily limited to individual referral classroom training. Education also plays a much greater role in Section 123 activities through the tie to literacy training.	Educational institutions are represented on the SJTCC and both PICs in Montana and have a significant impact on overall policy.

State	How does your state allocate the 80% of the 8% funds?	What percent of the funds are expended on literacy, occupational training, etc?	How does your state utilize the 20% funds?
Nebraska	By formula to be utilized in SDAs	*Literacy, 32.9%; Occupational Training, 53.9%; Dropout Program, 1.0%; Vocational Assessment, 12.2% (*for the most part, Literacy program clients are dropouts)	State administration; in-service workshops; dropout prevention/literacy
Nevada	RFPs based on statewide priorities: Literacy, At-Risk Youth/Dropouts, and Single Parents	Literacy, 25%; Occupational Training (Single Parents), 40%; Dropout Program, 35%	Administration; state workshops; SOICC
New Hampshire	None—Governor retains per Section 121	0%	Dept. of Education liaison consultant to approve educational components of programs and provide competency-based curricula
New Jersey	By formula—80% funds are provided by Dept. of Labor to each SDA in the same proportion that each SDA receives the "78%" allocation of Title II-A	Information not available	In addition to the contract between Depts. of Education and Labor, Dept. of Labor contracts with other agencies to provide "20%" services
New Mexico	Sole source funding to postsecondary institutions	Literacy, 5%; Dropout Prevention, 80%; School-to-Work Transition, 15%	Administration for Dept. of Labor
New York	8% demonstration projects (priorities change annually)—no forumula; approximately 7% firm-specific occupational training—allocated by region by formula; 22% to School-to-Work Transition programs for handicapped and other at-risk youth; and 43% Basic Skills instruction for youth and adults, both allocated to SDAs by formula	Basic Skills, 43% (includes Literacy, Dropout Prevention, Dropout Program, GED Preparation, Computer Literacy, English as Second Language, Employability Training); Occupational Training, 7%; School-to-Work Transition (wider definition than that in JTPA Sec. 205), 22%	1/6 to Dept. of Labor for audit and technical assistance; 1/3 to Education Dept. for monitoring and technical assistance; 1/3 for coordination activities, including partial support of 10 Regional Education Centers; 1/6 for model demonstration projects
North Carolina	These PY 87 funds have been equally divided between Dept. of Public Instruction and Dept. of Community Colleges	Occupational Training, 19%; Dropout Prevention, 2%; Dropout Program, 27%; School-to-Work Transition, 7%; Services assessment/testing, 32%; Education training, 9%; Limited work experience, 4%	Coordination activities to strengthen and increase JTPA activities within education network and to act as JTPA advocate within the education system
North Dakota	A formal RFP process	Literacy, 35%; Occupational Training, 12%; Dropout Program, 13%; School-to-Work Transition, 19%; Competency-based Vocational Education, Curriculum Development, and Vocational Training Program Development (new and upgrading), 8%; Administration/Coordination, 13%	Administration/Coordination services, 62%; CBVE—Curriculum Development and Vocational Training Program Development (new and upgrading training programs), 38%
Ohio	SDA formula allocation	Percent of SDAs planning to expend funds: Literacy, 90%; Occupational Training, 100%; Dropout Prevention, 6%; School-to-Work Transition, 10%	Coordination and linkage projects approved via proposal; SDA, Dept. of Education, and Board of Regents administration; Jobs for Ohio's graduates (school-to-work)
Oklahoma	It is allocated among inmate training center and skills centers throughout the state for training and supportive services	Literacy, 5%; Occupational Training, 91.25%; School-to-Work Transition, 3.75%	It is utilized for the administration and coordination of education and training services for eligible participants
Oregon	$400,000 allocated annually to Governor's Youth Coordinating Council to fund model programs targeted for at-risk youth and the Governor's Student Retention Initiative; remainder is formula-allocated to the 6 SDAs to develop and implement cooperative programs with community colleges and/or secondary vocational education for high risk youth and adults	Occupational Training, 20%; Dropout Prevention, 50%; Dropout Programs, 30% (all programs have a remediation component)	State staff administration; staff position to the Youth Coordinating Council; fund the major portion of the Oregon Occupational Program Planning System; Youth Coordinating Council administrative activities; small portion reserved for discretionary coordination project

Where do 80% funds flow locally in your state?	Describe the general role education is playing in the day-to-day operation of all JTPA programs (i.e., Titles II-A, II-B, III)	Describe the general role education is playing in the overall direction of setting employment and training policy under JTPA in your state (membership on JTCC, PICs, etc.)
Postsecondary schools/colleges, 66.4%; SDAs, 33.6%	Education services contracted with private/proprietary schools, post-secondary schools/colleges, and local K-12 school systems. Special youth programs under II-B (K-12 system). Ag-in-Transition program (Title III) with postsecondary schools/colleges. Slot-ins (Title II-A and III) to postsecondary schools/colleges and private/proprietary schools. Vocational assessment (all titles) with postsecondary schools/colleges.	Varies by SDAs—but PICs include members from education community. Education is represented on JTCC.
Local K-12 school systems, 30%; postsecondary schools/colleges, 65%; SDAs, 5%	Providing all classroom instruction programs under the 8% funds and similar program activities under Title II.	As members of PICs and SJTCC.
Gubernatorial control, 100%	The Educational Consultant is directly involved in program review and implementation follow-up through on-site visitation for program review. The Commissioner of Education serves on the State PIC, representing education in the service delivery system.	None, other than the Commissioner of Education is serving on the PIC.
Information not available.	Dept. of Education provides technical assistance and coordination services to local training agencies, SDAs, and state agencies.	Dept. of Education has membership on the JTCC. Local educators have membership on various policy-making committees and boards statewide.
Postsecondary schools/colleges, community-based organizations.	In respect to the 8% funds: The NM Dept. of Education has a nonfinancial agreement with the NM Dept. of Labor, whereby the Education Dept. has equal determination and approval of projects.	Full membership on all required councils and a special membership in an 8% Committee.
Local K-12 school systems, 37%; postsecondary schools/colleges 23%; community-based organizations, 9%; private/proprietary schools, 4%; SDAs, 7.5% (all Basic Skills and School-to-Work Transition programs are administered by SDAs; 7.5% is their half of available administration funds; other half goes to service providers); BOCES, 26%.	II-A: The role of education agencies in the II-A program varies greatly across the state from no role in some SDAs to major roles in others. Causes—differences in availability of alternative service providers such as CBOs and local politics. III: Education agencies are major providers of Title III services, primarily through direct grants from the State Dept. of Education or through a tuition reimbursement system. II-B: Primarily work experience in NYS. However, new regulations regarding the need for assessment and remediation have brought about new efforts to involve the education system in a year-round program.	State Education Dept. is an active member on the SJTPC and has taken the lead on several education issues, including youth competency systems and program evaluation. Our primary input has been to work with NYS Dept. of Labor and the JTPC on ways to better serve the most-in-need JTPA eligible population in light of performance standards that focus on short-term, low-cost training and high wages at placement.
Local K-12 school systems; postsecondary schools/colleges.	All 8% service providers are local community colleges or education agencies. Additionally, some receive 78% funds as selected by PICs.	State Superintendent of Public Instruction and Community College President are members of the JTCC. Additionally, as per legislation, education has representation on each PIC.
Local K-12 school systems; postsecondary schools/colleges; ND Industrial School (state-adjudicated youth institution)	Due to economic downturn in ND, the majority of Title II-A funds enroll JTPA participants in classroom training component prior to job placement. JTPA SUMMER YOUTH (II-B) funds and ND State Board for Vocational Education Special Needs funds linked together for about 20 remediation projects. Majority of Title III JTPA students enrolled in classroom training component prior to job placement. Some structured formal classroom training JTPA-funded enrollments in Vocational-Tech Postsecondary Schools are concurrently coupled with JTPA on-the-job training contracts.	ND has three state education agencies: ND State Board for Vocational Education, ND Dept. of Public Instruction, and ND State Board of Higher Education. Each of these agencies is represented by a member on the SJTCC; the JTCC determines employment and training policy for JTPA in ND. In ND there are eight regional PICs. Six of the eight each have one vocational education member; the two remaining PICs have a high school counselor and a ND Board of Higher Education postsecondary institution administrator as their members representing education.
SDAs; Jobs for Ohio's graduates.	Limited at the state level except for 8%.	State Superintendent and Chancellor sit on OJTCC. All PICs have education representatives.
Postsecondary schools/colleges (skills centers); inmate training centers.	The State Dept. of Vo-Tech Education has cooperative agreements with the local SDAs in the areas where we operate JTPA programs. The local SDAs utilize the Dept.'s skill centers to provide skill training for JTPA clients. The JTPA operators and the State Vo-Tech Dept. also attend joint workshops.	The Director of Vo-Tech Education is on the SJTCC. Area vo-tech school superintendents (who provide input) are also members of the local PICs.
Local K-12 school systems; postsecondary schools/colleges; community-based organizations; SDAs.	A mandated joint planning process between JTPA and education for the 8% has leveraged increased planning for other JTPA funds and the Carl Perkins Vocational Education Act funds in the state. Secondary and postsecondary education institutions are the primary providers of occupational training for JTPA programs.	A representative from secondary or postsecondary education is a member of each PIC. State Superintendent of Public Instruction and one community college president are members of the SJTCC. The Associate Superintendent of Vocational Education is a member of the newly created State Employment and Training Policy Board.

State	How does your state allocate the 80% of the 8% funds?	What percent of the funds are expended on literacy, occupational training, etc?	How does your state utilize the 20% funds?
Pennsylvania	By formula stipulated in JTPA law for 78% program to SDAs	(1986-87) Literacy 44%, Occupational Training 50%, Dropout Prevention Program 6%	Administration, state-level regional industry education coordinators
Rhode Island	By same percentage of II funds to SDAs for their disposition	Literacy Remedial 70%, Occupational Training and "related instruction," 30%	Kept by state JTPA
South Carolina	In PY 86, 31% of the 80% was allocated to serve special populations under state supervision, and 69% was allocated to fund Governor's Remediation Initiative; allocation policy is established by State PIC	Literacy 74.7%, Training for special populations 17.6%, Coordination 7%	Funds were used to support coordination efforts within the Dept. of Education, State Board for Technical and Comprehensive Education, and SC Literacy Association
South Dakota	Based on set-aside, Governor's OK	Literacy, Occupational Training, Dropout Prevention Program, School-to-Work Transition 21%; monies expended in specified areas, but exact percentages are unavailable	School—to complement youth programs
Tennessee	II-A Formula for new allocation, but competitive proposals for carryover	Literacy 20%, Occupational Training, 50%, Dropout Prevention 10%, Assessment, etc 10%, Participant Support, 10%	Administration and coordination, planning, technical assistance, professional development, curriculum development, and demonstration projects
Texas	Almost all of the 80% funds are allocated by formula (II-A) to SDAs; educational projects for "at-risk" youth and "hard-to-serve" adults exclusively; a portion of 80% funds go from the state level for Apprenticeship and Offender programs	(Approximate percentages) Literacy 15%, Occupational Training 15, Dropout Prevention 30%, Dropout Program 20%, School-to-Work Transition 5%, Adult Welfare 10%, Handicapped 5%	Funds are used for capacity-building projects that enhance the JTPA education system's ability to serve "at-risk" youth and hard-to-serve adults; includes or will include Dropout Survey (statewide), staff to Interagency Council on "At-Risk" Youth, state-level administration and evaluation of model programs, technical assistance in developing basic education competency systems, Dropout Clearinghouse, model dropout referral program
Utah	It is kept at the State Office of Education and is leveraged with state funds for purposes of preparing JTPA clients for jobs in new expanding jobs; funds are available through the application process as reviewed by an interagency committee	Literacy 20%, Occupational Training 80%	Funds pay for state staff, which works with employers to design training applications
Vermont	Adult Diploma Program, competency-based, earn high school diploma-document or GED, by local area high schools	Literacy, 100%	Not resolved—competency-based education, joint funding with Dept. of Education, open entry-exit system, related curricular materials, $20,000
Virginia	90% allocated for use in SDAs by formula, 10% used for statewide projects	Literacy 20%, Occupational Training, 70%, Dropout Prevention, 10%	Technical Assistance to LEAs and SDAs, In-Service Training, Coordination Activities, State Salaries
Washington	8% funds are allocated as recommended by the SJTCC and approved by the Governor	Offenders 20%, Governor's Discretionary Projects 30%, Formula-Based Grants to SDAs 30%, Limited English Proficient Remediation, 20%	Funds are used to fund special research projects, curriculum development and pilot projects, provides the administrative cost for management of the 8% Grant
West Virginia	Dept. of Education contracts with County Boards of Education	Literacy, 10%, Occupational Training, 3%, Dropout Prevention Remediation, 87%	To provide a Dropout Prevention Seminar, to hire regional people to provide coordination and linkage to SDA, LEA, DOE, and other applicable groups
Wisconsin	Board of VTAE disseminates the 80% of 8% funds through an annual Competitive RFP process. Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) funding priorities are established in a biennial program plan approved by state Jobs Council	Literacy, 17%, Occupational Training, 83%	Funds are used for State Coordination efforts, Technical Assistance, and Administration
Wyoming	Competitive RFPs	Literacy, 5 to 10%, Occupational Training, 80%, Dropout Prevention, 5 to 10%	Education receives a portion of 20% funds for coordination

Where do 80% funds flow locally in your state?	Describe the general role education is playing in the day-to-day operation of all JTPA programs (i.e., Titles II-A, II-B, III)	Describe the general role education is playing in the overall direction of setting employment and training policy under JTPA in your state (membership on JTCC, PICs, etc.)
Local K-12 school systems; post-secondary schools/colleges; community-based organizations; private/proprietary schools. SDAs (75% of training program funds must be contracted with public education agencies)	Literacy programs; vocational skill training programs; assessment and testing; remediation for youth; and dropout/alternative education programs	Education representation on PICs and SJTCC. JTPA representation on Education Advisory Groups (PACUE, Regional Planning Units, Perkins Committee, Local Advisory Councils, etc.)
SDAs	Token—State Voc Ed Director is on SJTCC. Dept. of Elementary and Secondary Education maintains liaison with SDAs and State JTPA—occasional cooperative activity	Recent coop agreement between SJTCC and State Council on Vocational Education calls for joint planning, etc. One member of State Dept. of Elementary and Secondary Education is on a PIC
Local K-12 school systems; post-secondary schools/colleges; state agencies	Administration and operation of local programs	Education is represented on the State PIC, the state-level JTPA policy-making body, and on the local PICs, which serve subgrant areas
Vocational training at minimum correction section	Vocational, in-school training with Dept. of Labor. 100 school districts	Secretary of Education is on one PIC. Minimum
Local K-12 school systems; post-secondary schools/colleges	Seven of 14 SDAs selected local community colleges as Grant Recipient/Administrative Entity for all JTPA funds	Education is well represented on JTCC and 13 of 14 PICs
SDAs	SDA contract with LEAs in some cases and operate cooperatively all types of job-related academic and occupational skills training. Includes district-operated CCP programs, tutoring/remediation programs under II-B. The role of education has increased overall in youth programs with the emphasis on competency-based programs, especially in youth areas	New legislation requires Interagency Coordinating Council for "At-Risk" Youth (10 agencies)—Council will set policy and coordinate services. Each SDA has a local Education Advisory Subcommittee to the PIC—this committee recommends 8% projects to the PIC and has the larger role of formulating education-related JTPA policy and coordinating JTPA and education services. A joint RFP is being developed to encourage regional planning for JTPA and education services in direct response to labor market needs
Postsecondary schools/colleges. SDAs	Education is the training provider for businesses desiring to employ JTPA clients (manages the expenditure). The local PIC frequently funds jointly operated projects with the 78% fund	The State Superintendent of Public Education and the Commissioner of Higher Education have voice membership on the JTCC. There are also 2 educators on each of 9 local PICs statewide
Community-based organizations. ADP program staff that are employed to run ADP staffing and training. 9-12 competency-based VT Institute of Self-Reliance	Any funded JTPA operation—Dept. of Education has projects funded administered, managed, and operated by Title II-A and II-B through grant proposals	Statewide representation on CCET (Employment and Training)
Local K-12 school systems; post-secondary schools/colleges; community-based organizations; private/proprietary schools	Educational system is a large provider of training for JTPA programs. System provides assessment and testing information for some SDAs	The overall role of education is increasing due to a closer working relationship between top-level state administrators. State Dept. personnel serve on SJTCC, and local educational officials serve on all PICs
Local K-12 school systems; post-secondary schools/colleges; community-based organizations; private/proprietary schools; SDAs; local and state government agencies; i.e., city/county corrections, health and human services, job service centers, Dept. of Community Development	Programs under Title II-A, II-B and III are operated by various agencies. To the extent that a program is offered in a regular educational institution, the institution has full responsibility for operating that program. In all cases, close coordination with the educational community is encouraged	Teachers and education administrators are members of SDA/PIC boards in every area of the state. Educators are also represented on the SJTCC. The SBVE has established a task force with members from the education community, as well as other groups involved in employment and training activities. There is cross-membership between the Council on Vocational Education and the JTCC. In addition, JTPA staff at the SBVE coordinate with staff paid through the Carl Perkins Vocational Education Act, as well as other state employment and training groups
Local K-12 school systems; post-secondary schools/colleges	Adult and youth dropout programs are operated with Title II-A monies. A remediation program is being offered to 12 of 55 counties with Title II-B monies. Title III monies are provided to work with economic development, retraining coal miners and steel workers	The Assistant State Superintendent is a member of the Balance of State PIC (48 counties) and JTCC. Kanawha County PIC—does not have a good representative of Vocational Education. Northern Panhandle PIC—presently has a vocational director on the PIC
Postsecondary schools/colleges; community-based organizations; WI Dept. of Health and Social Services, Division of Corrections	All 16 postsecondary VTAE districts sign annual coordination agreements with local PICs. Each PIC has a representative from the local VTAE District on the Council. Educational services provided by VTAE Districts are determined by policies, projects, and procedures established by local PICs	The Director of the Wisconsin Board of VTAE is a member of the Wisconsin Jobs Council. The VTAE System is therefore represented by the State Director on policy matters
Local K-12 school systems; community-based organizations	Programs are operated by local education agencies	One representative on the State Council

BEST COPY AVAILABLE